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ABSTRACT

The National Advisory Council on Education Professions Development was established by law to review federal programs for the training and development of education personnel and report its findings and recommendations to the President and to Congress. In 1975, the council held four meetings. The first resulted in 15 recommendations concerning inservice teacher education, adult education, research, and other issues. Also, a draft report, "Gatekeepers in Education: A Report on Institutional Licensing," was discussed and adopted for publication at this meeting. The report was written to combat consumer abuse and improve standards for institutional licensing. The second meeting adopted a report on directions for the Teacher Corps. The third meeting discussed the council's testimony before the Senate Subcommittee on Education and the Congress' reluctance to continue the Education Professions Development Act in a time of teacher surplus. The council's position was that, while recruitment of new teachers is no longer a problem, the priority has become quality of teachers and improvement of inservice education. The last meeting of 1975 left it unclear whether the council would be continued, but the staff was to develop an issues paper presenting the council's view of the federal role in education professions development. (The text of the law establishing the council and its responsibilities is included in this report, as are numerous details on selection of officers, reports approved, educational institutions visited, and other business). (CD)

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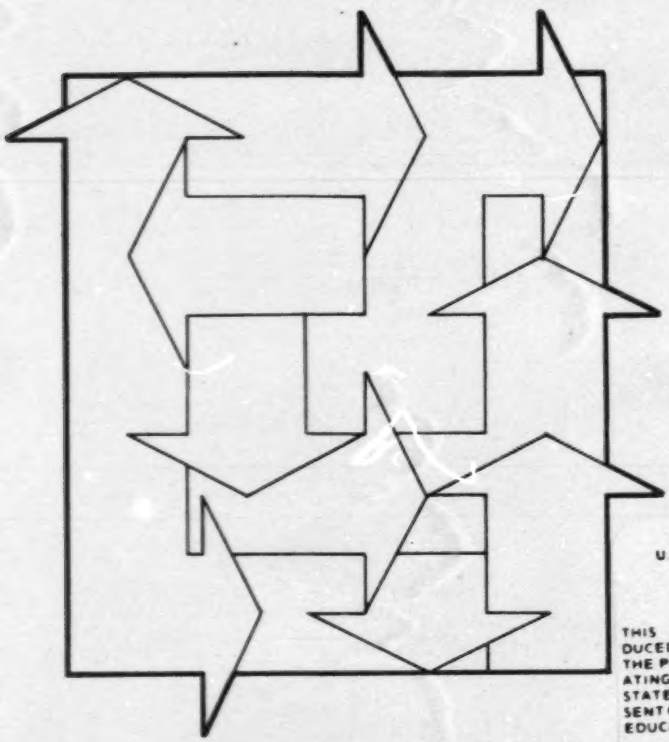
Annual Report for 1975

by the
National Advisory Council
on Education Professions Development



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Submitted (on January 30, 1976) in Accordance with Section 443(2) of the General Education Provisions Act (P.L. 91–230) and Section 502 of the Education Professions Development Act (P.L. 90–35).

SP 009 829

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Appendix B: Gatekeepers in Education: A Report on Institutional Licensing, April 1975 *

Appendix C: Teacher Corps: Past or Prologue? A Report with Recommendations, July 1975 *

*Note: The Appendices have been printed and released earlier. They are available on request from the Council and are omitted from this edition of the report.

National Advisory Council on Education Professions Development

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Executive Director

January 30, 1976

The President
The White House
Washington, D. C. 20500

Dear Mr. President:

In accordance with the provisions of Section 502 of the Education Professions Development Act (Public Law 90-35), and Section 443(2) of the General Education Provisions Act (Public Law 91-230), the National Advisory Council on Education Professions Development herewith submits its annual report for the year 1975.

Sincerely yours,

Walter Tice

Walter Tice
Chairman

Enclosure

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I. Overview of the Council's Functions

The National Advisory Council on Education Professions Development was established by Public Law 90-35, enacted in June 1967. The Council is charged by the statute as follows:

-- to review the operation of the Education Professions Development Act (EPDA) and all other Federal programs for the training and development of educational personnel;

-- to evaluate their effectiveness in meeting needs for additional educational personnel, and in achieving improved quality in training programs as evidenced in the competency of the persons receiving such training when entering positions in the field of education;

-- to advise the Secretary and the Commissioner with respect to policy matters arising in administration of the Education Professions Development Act;

-- to make an annual report of its findings and recommendations (including recommendations for changes in this title and other Federal laws relating to educational personnel training) to the President and the Congress not later than January 31 of each calendar year.

The Education Professions Development Act gives the Council a broad mandate: to evaluate existing efforts and recommend appropriate policies; to be concerned with related programs in all Federal agencies; to include all types of educational personnel in the full range of disciplines and subject matters; to deal with all levels of education, preschool to graduate school.

In the seven years since it was established the Council has published reports covering such topics as personnel needs in vocational education, community college staff development, the process of educational policy-making, and in 1975, the training of education licensing personnel at the State level, the Teacher Corps, and an evaluation of the Education Professions Development Act.

II. Highlights of Meetings of the Council in 1975

During the Calendar Year 1975 the Council met on the following dates:

March 5, 6, 7	San Francisco, California
June 11, 12, 13	Washington, D. C.
September 10, 11, 12	Washington, D. C.
December 3, 4, 5	Pasadena, California

A. March Meeting Highlights

The Council met in San Francisco where it made a site visit to the San Francisco Teacher-Learning Center. The Center had been partly supported, on an experimental basis, by Federal funds. The Council was particularly interested in gaining first-hand knowledge of the effectiveness of "teacher centers," a current nationwide movement for providing in-service training to

classroom teachers. Following this visit, the Council instructed the staff to explore in greater depth the potential Federal role, if any, in support of teacher centers.

The Council discussed and adopted, for publication, two draft reports: Staffing the Learning Society: Recommendations for Federal Legislation; and Gatekeepers in Education: A Report on Institutional Licensing. The Staffing report offers some 15 recommendations for Federal action in support of education professions development, including the revision and extension of the Education Professions Development Act (Title V of the Higher Education Act, which was then expected to expire on June 30, 1975). The Council's findings and recommendations, based on evaluation and analysis of trends affecting education, stressed that EPDA ought to be revised to emphasize in-service education for practicing professionals in the field of education. The 15 specific recommendations follow:

1. That the new EPDA emphasize in-service education for teachers, school administrators, and board members, as well as other professionals in education at all levels.

2. That the revised EPDA be broadened to provide authority for teachers and other educational personnel to undertake educational assignments in industry, labor, business, and other professional and service occupations on a part-time basis or for temporary periods.

3. That the revised EPDA provide in-service training programs to help collegiate personnel make the transition from teaching conventional students to preparation for teaching the new learner, i.e. mature adults, including housewives, blue-collar workers, the elderly, and many others not reached by higher education in the past.

4. That the revised EPDA include provisions for supporting model programs of in-service education for school board members, college and university trustees, and other policymakers.

5. That the revised EPDA make provision for supporting in-service training programs dealing with the various aspects of educational accountability and productivity, to include educational personnel, public officials, and members of school boards.

6. [We recommend] the use of EPDA funds to strengthen the hands of the gatekeepers in American education, the staff of state agencies which approve courses for veterans, which license schools and colleges, and the members of visiting teams and board members, on whom Federal agencies rely for determination of eligibility for Federal funds.

7. That the revised EPDA continue the Career Opportunities Program, with emphasis on emerging areas of need for new teachers.

8. That the revised EPDA stress integration of evaluation with program development, and that one of the goals of EPDA should be to demonstrate a model review and evaluation process for Federal education training programs.

9. That the renewed EPDA provide funds for training or re-training of educational personnel for service in projects designed to increase educational opportunities in their communities. [We recommend further] that provisions for the utilization of unemployed or underemployed education staff in education-related jobs be provided in public service employment programs.

10. That the Teacher Corps develop model in-service programs.

11. [We recommend] a three-year (or longer) extension of this Council with an annual budget at a level sufficient for the Council to carry out its tasks, and no less than $200,000. [We recommend further] that the Council be administratively independent of the agencies and programs it reviews.

12. [We recommend] the development of public policies that will encourage adults to continue their education. [We further recommend] that the Office of Education and the National Institute of Education give greater emphasis to research and development in the education of adults.

13. [We recommend], as a suitable topic to be included in the proposed White House Conference on Education in 1975, and in education programs during and after the Bicentennial, assessments of how to advance the moral and ethical development of students in schools and colleges.

14. That the National Center for Education Statistics in the Department of Health, Education, and Welfare move with all deliberate speed to strengthen its capability for educational manpower forecasting and monitoring, with emphasis on quality of statistical collection and better dissemination of findings.

15. That the National Institute of Education be more adequately supported in efforts to develop a solid base of research on teaching and learning, and more effective processes for dissemination of findings. [We] support the new emphasis on dissemination of research findings proposed in the President's budget for NIE in FY 76.

At this meeting the Council also adopted Gatekeepers in Education: A Report on Institutional Licensing. This report, which focuses on ways of combatting consumer abuse in education, was prepared at the request of Dr. Virginia Trotter, the Assistant Secretary for Education. It recommends the establishment of a national center to facilitate improvements in State systems of institutional licensing. The center would cover five areas worthy of Federal support:

1. Technical assistance to the States: The idea here is not so much to bring in "experts" but rather to help State officials to meet, to compare experiences, to share successful techniques, and thus to help each other, assisted by the staff of the Center.

2. Development of evaluation tools and techniques: Out of shared experiences the Center would design, test, and publish checklists, tools, techniques, handbooks, to help State licensing and Approving Agencies do a better job. For example, current Federal law says that the State Approving Agency shall ascertain

that a school's administrators, directors, owners, and faculty are "of good reputation and character." (38 USC 1776, c, 12). Since it is difficult to ascertain such reputation, the States typically disregard this requirement and a shady operator may leave one State in order to set up a new corporation in the next State. The Center would devise techniques to deal with this type of problem.

3. Establishment of an information clearinghouse: At the March 1974 meeting on consumer protection in postsecondary education (sponsored by the Education Commission of the States, the Federal Interagency Committee on Education, and other agencies including the V.A.) the conference report emphasized the need for a clearinghouse of information, for a sharing of data between State agencies, Federal agencies, private bodies (like accrediting agencies) and among the States.

4. Evaluation and research: There is increasing interest in enhancing honesty and quality in education, but there is not enough evaluation and research of current licensing and accrediting activities. Very little is known; the V.A., under the law, tends to support traditional methods and educational structures, in part because it lacks knowledge and evidence permitting it to encourage change and approval of innovative practices. Obviously a research and demonstration effort will help improve regulatory efforts.

5. Staff Development and Training: The State Approving Agencies now operate an annual workshop in Washington which enjoys indirect V.A. support, in part because the V.A. authorized the use of Federal contract funds for this type of travel and subsistence, and also because the V.A. provides speakers and resource persons. The State licensing staffs get no Federal help at all, except for general funds under Title V of ESEA.

   In addition, at the instigation of the Director of Benefits, the V.A. Education and Rehabilitation staff held a series of training sessions during 1974.

   These efforts, though positive, lack continuity; they also would benefit from administration through an agency which is neither Federal nor State, thus offering less of a threat to either party.

The Council directed the staff to prepare a full report on Teacher Corps

for possible adoption at the June meeting. Additional reports were requested on the topics of competency based teacher education and educational technology.

At the March meeting the Council elected officers to act until the June meeting in place of officers whose terms of office on the Council would expire on April 26. Janet Erickson was elected Acting Chairperson; Hugo Sabato was elected Acting Vice Chairperson; Edward Medina was elected Acting Treasurer. They were elected to replace Lyle E. Anderson, Jr., Thomas R. Hills, and Julia Mills Jacobsen, whose terms on the Council would expire April 26, 1975. Other Members of the Council whose terms of office would expire on April 26, 1975 were Waldo R. Banks, Sr. and Arnulfo L. Oliveira.

The Office of Education's delegate to the Council, Dr. William Thomas Carter, informed the Council that the Administration was reversing its earlier position on allowing EPDA to expire. According to Carter, OE is recommending that EPDA not expire on June 30, 1975. He said that the President's new budget for Fiscal Year 1976 calls for an appropriation of some $8 million for EPDA programs in addition to Teacher Corps. Of this amount, they requested $3 million for leadership training of school principals. The President's speech at Ohio State University in August, exhorting stronger and more effective linkages between education and the world of work, had provided a potential support for EPDA in its implications for competency based teacher education, Carter said. In the future, OE may support programs under EPDA that meet three criteria: (1) they should demonstrate a clear need for Federal support, rather than programs that the States or localities can do equally well; (2) programs must be sharply focused, not diffused; (3) the Federal role should be catalytic and not continuing.

Dr. Henry Lucas, Jr., of San Francisco, California, and Mr. Walter Tice of Yonkers, New York, were administered the oath of Federal office, as newly appointed members of the Council, by Mr. Robert A. Crummel, a regional representative of the Office of Education.

The March meeting was chaired by Dr. Lyle E. Anderson, Jr., of Plantation, Florida.

B. June Meeting Highlights

At the June meeting of the Council, the Council discussed and adopted a report, Teacher Corps: Past or Prologue? This report, based on a thorough review of evaluations on Teacher Corps, offered several recommendations, as follows:

1. We recommend that the legislation authorizing Teacher Corps be extended for at least three years, and that its authorized appropriation be increased to a level of about $50 million, thus permitting the Corps to expand its mission to reach even more schools, experienced teachers, and cooperating institutions of higher education. Emphasis of the expanded Corps should be on the in-service educational needs of experienced teachers. We see other programs under a new Title V (a revitalized EPDA) being primarily responsible for training others in education (including administrators, college faculty, and policymakers), but not to the exclusion of their participation in Teacher Corps. Indeed, we believe one of the strengths of Teacher Corps is its new focus on the school as a social system, i.e., its recognition that all of the school's interacting parts deserve attention.

2. We recommend that Teacher Corps, with expanded appropriations, increase the number of grant recipients with the aim of increasing the participation of a few more pacesetter, high quality institutions of higher education. This recommendation is based on a belief that change in education often occurs from the top down, as well as from the bottom up. Teacher Corps has tended to

focus on struggling, developing institutions. We believe much could be gained by bringing in more universities with recognized capabilities which include research and experimentation.

3. We encourage the collaboration of Teacher Corps with NIE to effect better dissemination of research findings. We recommend more such collaboration in the future, both to strengthen the substance of Teacher Corps and the practical ends of NIE. Not incidentally, we believe such collaboration can strengthen quality in education and advance our knowledge of teacher education.

4. Teacher Corps probably has been evaluated as often as any other Federal program in education, and yet knowledge about the structure, purpose, and use of evaluations leaves much to be desired. Teacher Corps should try to make itself a model of how an organization structures and uses evaluation and research to improve its programs.

5. The objectives of the Teacher Corps should be stated more specifically in the legislation. This would provide a sharper focus for the operations of the Corps as well as improved evaluation. To mandate that institutions of teacher preparation "broaden" their programs almost ensures that the outcomes will not be very specific, that the results will be "soft."

6. We endorse the new emphasis on retraining teachers, but we are mindful of the fact that excellent teachers are still in short supply everywhere, and that some schools in low-income urban and rural areas still lack enough teachers for their special needs. We believe that the number of Teacher Corps members allocated to each State should be based on the formula used to determine poverty under Title I of the Elementary and Secondary Education Act. Further, we believe Teacher Corps should continue to provide some pre-service training in order to bring new teachers into the schools where they are needed. There is much evidence to support the unique contributions teachers of minority backgrounds bring to the teaching of children from the same backgrounds. This aim should not be lost sight of in the new model of Teacher Corps.

7. How to improve relationships between the schools and the universities has been the subject of debate for many years. Teacher Corps has made some improvements in these relationships, but it

could do much more. We believe some new incentives should be built into the legislation and especially into the guidelines to encourage more effective collaboration among institutions to improve teacher education.

8. Teacher Corps has emphasized active parent-community advisories in education in the belief that this would strengthen the schools. We believe there is great merit to this approach. In future versions of Teacher Corps this emphasis should be accentuated.

9. We recommend amendments to the Teacher Corps legislation that would permit all school staff, including school administrators, to participate in projects. This amendment would make all school staff eligible for membership in Teacher Corps.

10. We recommend amendments to the Teacher Corps legislation to increase the maximum length of a Teacher Corps project to five years. This recommendation is based on the rationale that the demonstration of improved training requires longer than the current two-year cycles. On the other hand, we believe that as a rule projects should not be Federally funded beyond five years.

11. We recommend amendments to the Teacher Corps legislation that would permit up to ten percent of Teacher Corps projects to be conducted outside low-income areas, primarily to validate improvements made in the low-income areas by demonstrating them outside of those areas. Further, we recommend amendments to the legislation that would permit the Corps to provide technical assistance to the whole range of project activities, rather than only to recruitment, enrollment, and selection. This recommendation is based on evidence that project directors need technical assistance to improve content and management of projects.

12. Teacher Corps emphasizes its "experimental" character. Indeed, the new legislative mandate for the Corps mentions the need for <u>demonstration</u> projects in the retraining of teachers as one of the specified approaches of the Corps. To the extent that Teacher Corps follows this mode, it will require substantial increases in those funds used to monitor demonstrations, including research and evaluation, in a deliberate attempt to learn from their performance (including learning derived from poor projects).

Terrell Bell, Commissioner of Education, spoke to the Council on his views about EPDA. Dr. Bell said he supported the extension of EPDA, but he recognized that saving it would be an uphill battle. First, he said there is need to dispel the feeling that EPDA is no longer needed because of a teacher surplus. Rather, in-service education and retraining should be a high priority. Second, he urged Council members to exert their influence to help strengthen the constituency of EPDA and to press for the continuation of EPDA. Third, he said that much work needs to be done during the next year to "get a new law in place" before EPDA expires. He asked for the Council's help in all these areas.

Dr. Bell administered the oath of office to four new members of the Council: Manera Constantine of Wilmington, Delaware; Carol Doherty of Taunton, Massachusetts; Jeanne Noble of New York City; and William Ransom Wood of Fairbanks, Alaska.

The Council saw a demonstration of PLATO, an advanced system of computer-assisted instruction, sponsored by the National Science Foundation.

The Council discussed a draft report on teacher centers and directed the staff to revise the draft for further discussion at the September meeting. The staff was also directed to proceed with draft reports on CBTE, educational technology, and mainstreaming of handicapped children.

The Council elected members of the Executive Committee, as follows: Helen Edmonds, Vice Chairperson; Edward Medina, Treasurer; Janet Erickson, At-large.

Two resolutions were adopted by the Council. The first recognized honors paid to Helen Edmonds by the University of North Carolina System. The second called for recognition of the public schools as prime sponsor of programs under the proposed Child and Family Services Act now being considered in Congress.

Walter Tice chaired the meeting.

C. September Meeting Highlights

Chairman Tice reviewed activity since the June meeting. He said the highest priority over the summer months had been the Council's testimony before the Senate Subcommittee on Education, chaired by Senator Claiborne Pell (D.-R.I.). Although the hearing went smoothly, Senator Pell was not enthusiastic about continuing EPDA in a time of teacher surplus. He was interested in the list of 160 training programs which the Council had identified might fall within its domain. Mr. Tice said the most important task before the Council at the September meeting was the preparation of testimony for presentation before the House Subcommittee on Education, chaired by Representative James G. O'Hara (D.-Mich.).

The Council had four draft reports before it for discussion: reports on CBTE, teacher centers, mainstreaming of the handicapped, and educational technology. The staff was instructed to continue development of the reports, except for the report on teacher centers, for further discussion at the December meeting. The Council decided not to continue work on the topic

of teacher centers at this time because the Council believed that teacher centers, although a positive development, should not be primarily financed by the Federal Government. Discussion on the topic of educational technology was postponed until the December meeting.

The Council voted to urge the Commissioner of Education to reactivate those programs earmarked under EPDA to assist regular teachers in the training of the handicapped. The Council also voted not to make recommendations about legislation concerning education of the handicapped currently before Congress.

Members of the Council attended the hearing by the House Subcommittee on Postsecondary Education, chaired by Representative O'Hara on September 11, 1975. The Council's testimony was presented by Chairman Walter Tice, who was accompanied by Vice Chairperson Helen Edmonds and Executive Director George Arnstein. In its testimony, the Council stressed its view that there is a continuing Federal responsibility to provide leadership in the improvement of educational staff. The end of the teacher shortage is an opportunity to improve the capabilities of persons already in the education field. The Council said, in part:

> We congratulate those who framed EPDA almost a decade ago when they stated the twin purposes of improvement of quantity and quality of educational personnel. Given the fact that recruitment of new teachers is no longer a priority, we can now concentrate on the in-service development of teachers, which offers an unprecedented opportunity for improvement in the quality of education across the board. There is no other legislation on the books today which

addresses itself to the in-service needs of educational personnel in this country. Thus we believe a revised EPDA is necessary and the focus of such transition programs should be to help existing educational personnel do their job, and do it better.

In its testimony the Council asserted that the supply of and demand for teachers is a function of public policy, that there are approximately 115,000 qualified teachers now searching for other occupations, while classrooms are becoming increasingly overcrowded, and the needs of many students are not being met.

> The immediate problem is not an oversupply of teachers, but an undersupply of funds to education. We realize that the shortage of funds is not going to disappear overnight. Moreover, there is a continuing need, recognized in EPDA, for the continuing education of teachers in-service.

Before adjournment, the Council instructed the staff that its first priority for work between September and December should be legislative, to present and explain the Council's views whenever appropriate. Secondary attention by the staff should go to continued refinement of reports for discussion by the Council in December.

D. December Meeting Highlights

Although the Council decided to meet in Pasadena, California, in order to visit two contrasting types of alternative schools, the major topic of discussion during this meeting was the possible termination of EPDA and the Council. In mid-November, Senator Pell introduced legislation which had no continuing provision for educational personnel development other than

the Teacher Corps. It was expected that the House bill would be completed by February or March 1976; however, there was no indication as to whether EPDA, in whole or in part, would be included. Since the future of the Council was uncertain, the Council members delegated the responsibility of maintaining continuity of Council activity and staff to the Executive Committee and the Executive Director.

The Council directed the staff to develop an issues paper that would summarize the issues, as the Council sees them, concerning the Federal role in education professions development. The paper will discuss such issues as centralized or decentralized training authority, how to strengthen teacher education, the design and function of advisory councils, and the design and governance of teacher education. This document should be completed by June 30, 1976.

The Educational Technology report was accepted by the Council to be used as a base for responding to Assistant Secretary for Education Virginia Trotter's inquiry on the training of teachers. The CBTE report was also approved in substance. It was decided that the Mainstreaming report should be revised to include more information on the in-service training needs of regular classroom teachers.

The Council visited two types of alternative schools, "unstructured" and "fundamental." After exploring the meaning of the site visit with Ramon C. Cortines, Superintendent of Schools of the Pasadena Unified

School District, the Council decided further to discuss alternative schools at a future meeting.

It was the consensus of the Council to advocate legislation for a new Title V as its first priority. The issues paper is its second priority, followed by the completion of the reports on CBTE and Mainstreaming.

III. Additional Activities by the Council in 1975

In addition to preparing reports, the Council maintains active liaison with officers of the Administration and members of Congress, in furtherance of the Council's business. Thus the work of the Council is covered only partially in its published reports, although much of its work is reflected either in the development of reports or efforts to implement the recommendations in the reports. Much activity by the Council is informational, i.e., responding to requests from the public and the Congress for information about Federal programs under EPDA or other statutes bearing on education professions development. The Council's staff processes on the average some fifteen such requests each week, either by telephone or in writing.

Late in 1975, the Council transmitted a response to Dr. Trotter, a memorandum with recommendations regarding the preparation of teachers in the utilization of educational technology.

The memorandum said that on the basis of incomplete data there was not enough utilization of technology, that teachers theoretically were being trained in their utilization but that in fact such facilities and instruction were not being widely used. The memorandum noted that the accrediting

and State approval bodies had provisions for encouraging the use of educational technology, that colleges tended to speak well of such provisions but did not often follow them with enthusiasm. The memorandum also warned that educational technology was intended for enrichment, not as a means of displacing teachers who had a uniquely human function.

Copies of the memorandum, Educational Technology and Utilization, The Preparation of Teachers, A Memorandum With Recommendations, were also transmitted to the Federal Interagency Committee on Education, which is chaired by Dr. Trotter and where the request for information on the subject had originated in the first place.

IV. Statement of the Council's Authority

As set forth in the Education Professions Development Act (P.L. 90-35) the Council's authority includes the following:

Sec. 502.(a) The President shall, within ninety days after the enactment of this section, appoint a National Advisory Council on Education Professions Development (hereafter in this section referred to as the "Council") for the purpose of reviewing the operation of this title and of all other Federal programs for the training and development of educational personnel, and evaluating their effectiveness in meeting needs for additional educational personnel, and in achieving improved quality in training programs as evidenced in the competency of the persons receiving such training when entering positions in the field of education. The Council shall, in addition, advise the Secretary and the Commissioner with respect to policy matters arising in the administration of this title and any other matters, relating to the purposes of this title, on which their advice may be requested.

(b) The Council shall be appointed by the President, without regard to the civil service and classification laws, and shall consist of fifteen persons. The members, one of whom shall be designated by the President as Chairman, shall include persons broadly representative of the fields of education, the arts, the sciences, and the humanities, and of the general public, and a majority of them shall be engaged in teaching or in the education of teachers.

(c) The Council shall make an annual report of its findings and recommendations (including recommendations for changes in this title and other Federal laws relating to educational personnel training) to the President and the Congress not later than January 31 of each calender year beginning after the enactment of this section. The President is requested to transmit to the Congress such comments, and recommendations as he may have with respect to such report.

Public Law 93-380, enacted August 21, 1974, specifies that when the President fails to appoint a member to fill a vacancy in the membership of a Presidential advisory council within sixty days after it occurs, the Secretary shall immediately appoint a member to fill the vacancy.

Sec. 504.(a) The Commissioner is authorized to make grants to, or contracts with, State or local educational agencies, institutions of higher education, or other public or nonprofit agencies, organizations, or institutions, and he is authorized to enter into contracts with private agencies, institutions, or organizations when he, after consultation with the National Advisory Council on Education Professions Development, considers such contract will make an especially significant contribution to attaining the objectives of this section, for the purpose of --

(1) identifying capable youth in secondary schools who may be interested in careers in education and encouraging them to pursue postsecondary education in preparation for such careers;

(2) publicizing available opportunities for careers in the field of education; or

(3) encouraging qualified persons to enter or reenter the field of education; or

(4) encouraging artists, craftsmen, artisans, scientists, and persons from other professions and vocations, and homemakers to undertake teaching or related assignments on a part-time basis or for temporary periods.

Sec. 523. The Commissioner shall allocate fellowships under this part to institutions of higher education with programs approved under the provisions of section 524(a) of this title for the use of individuals accepted into such programs, in such manner and according to such plan as will most nearly --

(1) provide an equitable distribution of such fellowships throughout the States, taking into account such factors as the number of children in each State who are aged three to seventeen and the undergraduate student enrollment in institutions of higher education in each State, except that to the extent that the National Advisory Council on Education Professions Development determines that an urgent need for a certain category of educational personnel is unlikely to be met without preference in favor of such a category over other categories of educational personnel, the Commissioner may give preference to programs designed to meet that need, but in no case shall such preferred programs constitute more than 50 per centum of the total number of fellowships awarded in any fiscal year, and

(2) encourage experienced teachers in elementary or secondary schools or postsecondary vocational schools and other experienced personnel in elementary or secondary education or postsecondary vocational education to enter graduate programs, attract recent college graduates to pursue a career in elementary and secondary education or postsecondary vocational education, and afford opportunities for college graduates engaged in other occupations or activities to pursue or return to a career in elementary and secondary education or postsecondary vocational education.

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